



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

16406 N. 61st Place, Scottsdale, AZ 85254

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Sarah Hartley
 Schedule : 08:00 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : nres.pvUSD.k12.az.us
 Phone Number : (480) 367-5810
 Fax Number : (480) 367-5815
 E-mail : shartley@pvschools.net

Mission

MISSION

At North Ranch, we empower our minds with challenging inquiry and our hearts with compassionate action.

VALUES

We, the stakeholders of NRES community, value:

The right to learn and be in a safe environment

All students and their success in learning

Academic excellence; Collaboration of students, parents, staff, and community; Positive words and actions; Continuous growth in all areas;

Character Education

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Math/Science/Technology Instruction: Encourage an attitude of curiosity and a high degree of competence in math, science and technological skills.
- ü Student Literacy: Create a community of readers and writers through the use of a variety of literature.
Writing across the curriculum using 'Step Up to Writing' in all grade levels.
- ü Teach Citizenship Values:
Respect, Teamwork, Honesty,
Trustworthy, Caring and
Responsibility
- ü Critical Thinking:
Thinking Maps in all grade levels.

Enrollment

October 1, 2005 School Year Student Enrollment : 508
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 97

Instructional Programs

- ü AZ Academic Standards
- ü Technology Integration/1-to1, DANAs
- ü Differentiated Instruction
- ü Honors & Uniquely Gifted
- ü All Day Kindergarten
- ü Science /Reflections
- ü Write from the Beginning
- ü Second Steps/Steps to Respect

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The faculty and staff are committed to providing students with a safe learning environment; setting and promoting high academic standards; and creating opportunities for family involvement in the learning process.

Parents

We at North Ranch believe that parents are active and important partners in the educational process. Parental involvement is encouraged and supported by teachers, administrators, and the PTA. Our success depends on students, parents, staff, and community working together.

Transportation Policy

The district allows for bus service to students who live more than one mile from the school. Transfer students who live outside this radius must supply their own transportation. Special education students are accommodated according to their IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü A+ School Award	2005
ü Silver Apple Award	2004
ü National Level PTA Reflections Program	2005
ü United Parents PTA Perfect Attendance	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2516	80010	100	99	99	465	464	447	4	7	10	13	13	18	53	51	53	29	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1236	38935	100	100	99	463	462	447	6	7	9	11	13	19	50	54	55	33	27	17
Male	56	1279	40974	100	98	98	466	465	448	4	7	11	14	13	18	55	48	52	27	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	NC	556	34545	NC	99	99	NC	427	432	NC	21	14	NC	24	24	NC	46	53	NC	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	--	14	3979	--	100	96	--	435	424	--	NA	17	--	50	30	--	43	47	--	7	6
White	75	1762	35142	100	99	99	469	475	465	4	3	5	7	9	11	56	52	56	33	36	28
Students with Disabilities	13	347	10161	100	93	93	417	440	419	31	16	28	23	28	28	31	39	36	15	17	8
Students without Disabilities	79	2169	69849	100	100	100	471	467	451	NA	5	7	11	11	17	57	53	56	32	31	19
Limited English Proficient Students	NC	244	14013	NC	97	97	NC	395	413	NC	41	24	NC	36	34	NC	23	39	NC	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	599	39029	NC	99	98	NC	437	432	NC	14	14	NC	21	25	NC	52	52	NC	13	9
Non-Economically Disadvantaged	84	1917	40981	100	99	100	466	472	462	5	5	6	12	10	13	51	50	54	32	35	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2495	79438	100	98	98	471	466	451	7	7	9	17	15	24	58	60	56	18	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1227	38775	100	99	99	484	471	457	6	6	7	14	14	22	53	60	58	28	20	13
Male	56	1267	40560	100	97	97	463	462	446	7	9	12	20	16	25	61	61	54	13	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	NC	550	34297	NC	98	98	NC	426	434	NC	23	14	NC	29	31	NC	44	50	NC	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	99	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	--	13	3940	--	100	95	--	442	429	--	8	14	--	31	36	--	62	47	--	NA	3
White	75	1748	34887	100	98	98	480	479	471	4	3	4	12	11	15	64	65	63	20	22	18
Students with Disabilities	13	329	9588	100	88	88	420	438	416	23	20	30	62	29	32	8	41	34	8	10	5
Students without Disabilities	79	2166	69850	100	100	100	478	470	456	4	5	7	10	13	23	66	63	59	20	18	12
Limited English Proficient Students	NC	239	13856	NC	95	96	NC	385	407	NC	49	27	NC	38	43	NC	13	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	588	38685	NC	97	97	NC	437	435	NC	17	14	NC	26	32	NC	52	50	NC	6	5
Non-Economically Disadvantaged	84	1907	40753	100	99	99	472	475	467	7	5	5	17	12	16	56	63	62	20	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2525	79971	100	99	99	445	446	423	3	4	8	33	27	41	58	63	49	7	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1240	38974	100	100	99	469	459	437	NA	2	5	17	21	33	72	68	57	11	9	4
Male	56	1284	40895	100	99	98	430	433	410	5	6	10	43	33	47	48	58	41	4	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	NC	556	34481	NC	99	99	NC	409	410	NC	12	10	NC	41	46	NC	46	43	NC	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	--	14	3995	--	100	96	--	436	409	--	NA	10	--	43	47	--	57	42	--	NA	1
White	75	1773	35150	100	99	99	449	457	437	3	2	5	32	23	35	60	69	56	5	7	5
Students with Disabilities	13	361	10258	100	97	94	377	408	377	15	13	23	62	42	51	23	43	25	NA	2	1
Students without Disabilities	79	2164	69713	100	100	100	454	451	429	1	3	5	28	25	39	63	66	52	8	6	3
Limited English Proficient Students	NC	241	13985	NC	96	97	NC	369	382	NC	22	18	NC	59	54	NC	19	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	602	38994	NC	99	98	NC	415	409	NC	9	10	NC	44	47	NC	45	41	NC	2	1
Non-Economically Disadvantaged	84	1923	40977	100	99	100	446	455	437	4	3	5	32	22	34	57	68	56	7	7	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	2517	80147	100	99	99	513	502	482	7	7	11	9	10	17	39	46	49	45	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1217	39281	100	99	99	508	503	483	13	6	9	9	11	17	38	45	50	41	38	24
Male	37	1297	40780	100	99	98	517	502	482	3	7	12	8	9	17	41	47	48	49	37	24
African American	NC	87	4249	NC	98	99	NC	475	464	NC	13	17	NC	16	22	NC	56	48	NC	15	13
Hispanic	NC	554	33494	NC	98	99	NC	470	466	NC	16	15	NC	20	23	NC	45	49	NC	19	14
Asian/Pacific Islander	NC	79	2103	NC	100	99	NC	525	515	NC	1	4	NC	3	8	NC	51	44	NC	46	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	474	456	NC	24	19	NC	6	27	NC	56	46	NC	15	8
White	54	1761	36122	100	99	99	510	514	501	7	3	5	9	6	10	41	46	50	43	45	35
Students with Disabilities	14	375	10295	100	95	92	461	461	443	21	24	33	21	20	26	43	40	33	14	16	8
Students without Disabilities	55	2142	69852	100	100	100	526	509	488	4	4	7	5	8	16	38	47	51	53	41	26
Limited English Proficient Students	--	198	12722	--	98	97	--	428	441	--	37	27	--	32	33	--	29	37	--	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	610	38371	NC	97	97	NC	470	465	NC	15	15	NC	19	23	NC	50	49	NC	16	13
Non-Economically Disadvantaged	60	1907	41776	100	100	100	520	513	498	5	4	6	7	7	11	40	45	49	48	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	2496	79686	100	98	98	503	488	470	4	7	11	10	14	24	61	63	57	25	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1211	39163	100	99	99	504	494	475	6	6	9	9	12	22	59	63	60	25	19	10
Male	37	1282	40438	100	97	97	503	483	465	3	9	13	11	16	25	62	63	54	24	12	7
African American	NC	86	4228	NC	97	98	NC	470	458	NC	13	15	NC	17	28	NC	58	53	NC	12	4
Hispanic	NC	549	33299	NC	97	98	NC	452	452	NC	22	17	NC	28	32	NC	45	47	NC	5	3
Asian/Pacific Islander	NC	79	2097	NC	100	99	NC	505	490	NC	NA	5	NC	5	13	NC	81	68	NC	14	14
American Indian/Alaskan Native	NC	34	4087	NC	97	96	NC	467	446	NC	12	16	NC	29	38	NC	53	44	NC	6	2
White	54	1746	35914	100	98	98	505	500	489	4	3	5	13	9	15	54	68	67	30	19	14
Students with Disabilities	14	353	9808	100	89	87	458	451	432	21	25	35	29	27	32	36	42	30	14	6	3
Students without Disabilities	55	2143	69878	100	100	100	515	494	475	NA	4	8	5	12	23	67	67	61	27	17	9
Limited English Proficient Students	--	195	12594	--	97	96	--	408	422	--	51	34	--	36	45	--	12	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	601	38095	NC	96	97	NC	454	452	NC	19	17	NC	26	32	NC	50	48	NC	5	3
Non-Economically Disadvantaged	60	1895	41591	100	99	99	509	499	486	3	4	6	8	10	16	62	67	65	27	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	2507	80372	100	99	99	506	500	475	3	3	4	20	16	30	67	75	64	10	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1217	39452	100	99	99	521	511	488	NA	2	3	13	11	22	75	79	72	13	9	3
Male	37	1287	40836	100	98	98	492	490	464	5	3	6	27	21	37	59	72	56	8	4	1
African American	NC	87	4264	NC	98	99	NC	495	465	NC	2	5	NC	18	35	NC	77	59	NC	2	1
Hispanic	NC	551	33608	NC	98	99	NC	467	462	NC	7	6	NC	30	36	NC	62	57	NC	1	1
Asian/Pacific Islander	NC	79	2098	NC	100	99	NC	520	500	NC	NA	2	NC	8	16	NC	80	75	NC	13	7
American Indian/Alaskan Native	NC	34	4128	NC	97	97	NC	494	464	NC	3	4	NC	21	39	NC	74	56	NC	3	1
White	54	1754	36213	100	99	99	503	510	489	2	1	2	24	12	22	63	79	72	11	8	3
Students with Disabilities	14	370	10526	100	94	94	440	455	427	14	9	15	57	43	53	21	46	31	7	1	1
Students without Disabilities	55	2137	69846	100	100	100	523	508	482	NA	1	3	11	12	26	78	80	69	11	7	2
Limited English Proficient Students	--	193	12747	--	96	97	--	416	432	--	17	12	--	53	52	--	31	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	608	38521	NC	97	98	NC	468	461	NC	7	6	NC	31	38	NC	61	55	NC	2	1
Non-Economically Disadvantaged	60	1899	41851	100	99	100	512	511	489	2	1	3	17	12	22	70	80	72	12	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2706	79306	100	99	99	524	519	504	6	8	13	15	15	20	44	50	49	35	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1326	38845	97	99	99	522	519	505	5	7	11	16	16	20	46	52	50	32	25	18
Male	48	1379	40383	100	99	98	525	520	504	6	9	14	15	15	19	42	49	47	38	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	NC	622	32673	NC	100	99	NC	485	487	NC	18	18	NC	30	25	NC	42	46	NC	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	35	4034	--	100	97	--	500	479	--	11	22	--	29	29	--	49	43	--	11	7
White	72	1893	36234	100	99	99	531	531	523	6	5	6	10	10	13	46	53	52	39	33	28
Students with Disabilities	11	358	10286	92	95	91	443	477	462	36	32	41	55	23	27	9	37	27	NA	9	5
Students without Disabilities	74	2348	69020	100	100	100	536	525	510	1	4	9	9	14	18	49	52	52	41	29	21
Limited English Proficient Students	NC	182	10291	NC	99	96	NC	450	458	NC	45	38	NC	38	34	NC	16	26	NC	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	11	709	37437	100	99	97	477	489	486	27	16	19	27	28	26	27	45	46	18	11	9
Non-Economically Disadvantaged	74	1997	41869	100	100	100	531	530	521	3	5	7	14	11	14	46	52	51	38	32	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2702	79000	100	99	98	500	503	489	9	7	10	13	17	24	66	63	58	12	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1321	38774	97	99	99	509	510	494	5	5	7	19	15	22	62	64	61	14	16	10
Male	48	1380	40150	100	99	98	494	497	485	13	9	12	8	18	25	69	62	55	10	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	NC	623	32508	NC	100	99	NC	469	472	NC	17	15	NC	34	33	NC	47	49	NC	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	--	35	4016	--	100	96	--	480	467	--	9	14	--	29	37	--	57	46	--	6	2
White	72	1888	36135	100	99	98	505	515	508	8	4	4	10	10	14	69	68	67	13	18	15
Students with Disabilities	11	352	9991	92	94	88	433	464	449	55	25	33	27	29	36	18	41	29	NA	5	2
Students without Disabilities	74	2350	69009	100	100	100	510	509	495	3	4	6	11	15	22	73	66	62	14	15	10
Limited English Proficient Students	NC	182	10199	NC	99	95	NC	426	439	NC	55	35	NC	34	47	NC	10	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	11	708	37234	100	99	97	458	476	472	36	14	15	27	32	33	36	49	50	NA	4	3
Non-Economically Disadvantaged	74	1994	41766	100	99	99	507	513	505	5	4	5	11	11	16	70	67	65	14	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2704	79611	100	99	99	527	516	496	4	4	7	9	24	37	86	70	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1330	39016	97	100	99	541	529	511	3	3	4	5	17	29	89	77	66	3	3	1
Male	48	1373	40519	100	99	98	516	505	482	4	6	10	13	31	44	83	62	46	NA	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	NC	620	32855	NC	99	99	NC	488	481	NC	8	10	NC	39	43	NC	52	47	NC	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	--	35	3992	--	100	96	--	502	478	--	3	10	--	31	46	--	66	44	--	NA	0
White	72	1892	36380	100	99	99	531	526	511	3	3	4	10	20	30	88	75	65	NA	2	1
Students with Disabilities	11	359	10664	92	96	94	438	463	440	27	18	23	36	45	54	36	35	22	NA	2	1
Students without Disabilities	74	2345	68947	100	100	100	541	524	504	NA	2	4	5	21	34	93	75	61	1	2	1
Limited English Proficient Students	NC	181	10362	NC	99	97	NC	425	438	NC	24	22	NC	62	57	NC	14	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	11	706	37626	100	98	98	492	489	479	9	8	10	27	38	45	64	53	45	NA	1	0
Non-Economically Disadvantaged	74	1998	41985	100	100	100	533	526	511	3	3	4	7	19	30	89	76	65	1	3	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2629	79327	100	99	98	536	535	518	16	10	19	15	15	20	44	52	46	25	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1291	38961	100	99	98	536	538	520	16	9	16	14	15	20	46	54	48	24	23	16
Male	51	1337	40295	100	99	97	537	533	516	16	12	21	16	15	19	43	51	44	25	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	NC	546	32327	NC	99	98	NC	503	499	NC	23	27	NC	25	25	NC	44	41	NC	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	--	29	4391	--	100	96	--	512	489	--	17	32	--	17	27	--	55	36	--	10	4
White	78	1879	36373	100	99	98	536	545	538	18	6	10	14	12	14	42	55	52	26	27	25
Students with Disabilities	13	343	9321	100	94	87	476	482	467	54	38	54	15	27	22	31	30	21	NA	5	3
Students without Disabilities	75	2286	70006	100	100	100	546	543	524	9	6	14	15	13	19	47	56	49	29	25	18
Limited English Proficient Students	--	132	9431	--	99	95	--	456	466	--	59	53	--	30	27	--	11	18	--	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	618	37097	NC	98	97	NC	504	498	NC	21	27	NC	24	25	NC	48	41	NC	7	7
Non-Economically Disadvantaged	84	2011	42230	100	99	99	538	545	535	15	7	11	14	12	15	44	53	50	26	27	24

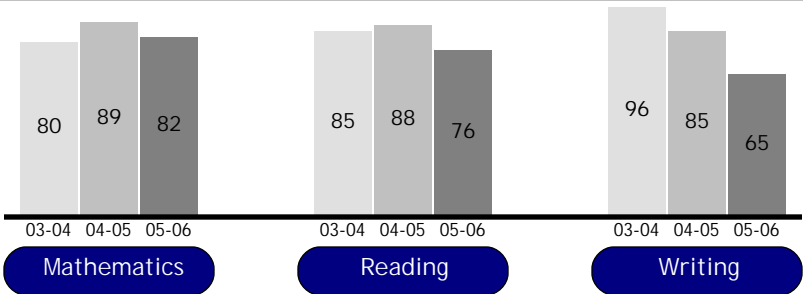
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2634	79501	100	99	98	519	513	497	5	6	10	18	17	25	66	70	60	11	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1296	39062	100	100	99	528	519	502	NA	4	8	22	15	23	62	72	64	16	10	5
Male	51	1337	40368	100	99	98	513	507	491	8	8	13	16	19	27	69	69	57	8	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	NC	545	32389	NC	99	98	NC	482	478	NC	15	16	NC	34	34	NC	48	48	NC	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	--	29	4401	--	100	96	--	493	473	--	10	17	--	21	40	--	69	43	--	NA	1
White	78	1885	36446	100	100	99	517	522	516	5	3	4	19	12	15	65	76	73	10	9	7
Students with Disabilities	13	349	9411	100	96	88	461	468	453	15	24	36	54	34	36	31	41	26	NA	1	1
Students without Disabilities	75	2285	70090	100	100	100	528	519	502	3	3	7	12	14	24	72	75	65	13	8	5
Limited English Proficient Students	--	130	9401	--	97	94	--	433	443	--	52	40	--	41	46	--	8	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	620	37183	NC	99	97	NC	485	479	NC	14	16	NC	29	34	NC	55	49	NC	2	1
Non-Economically Disadvantaged	84	2014	42318	100	100	99	520	521	513	5	3	5	17	13	17	67	75	70	12	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2642	80000	100	100	99	601	587	564	2	1	3	5	6	11	69	74	75	24	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1295	39288	100	100	99	616	602	579	NA	1	2	5	3	6	62	71	77	32	26	16
Male	51	1346	40644	100	100	98	590	572	549	4	2	4	4	9	15	75	78	74	18	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	NC	549	32672	NC	99	99	NC	561	548	NC	3	4	NC	10	14	NC	81	76	NC	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	--	29	4424	--	100	97	--	565	549	--	3	3	--	7	14	--	86	77	--	3	5
White	78	1886	36602	100	100	99	598	594	579	3	1	2	5	5	7	68	73	75	24	22	16
Students with Disabilities	13	357	9919	100	98	93	527	535	505	15	4	9	23	26	35	62	67	54	NA	2	2
Students without Disabilities	75	2285	70081	100	100	100	613	594	571	NA	1	2	1	3	7	71	75	79	28	21	12
Limited English Proficient Students	--	129	9571	--	96	96	--	489	502	--	14	10	--	30	29	--	56	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	620	37534	NC	99	98	NC	561	547	NC	2	4	NC	11	15	NC	80	76	NC	6	5
Non-Economically Disadvantaged	84	2022	42466	100	100	100	601	594	578	2	1	2	5	4	7	68	73	75	25	22	16

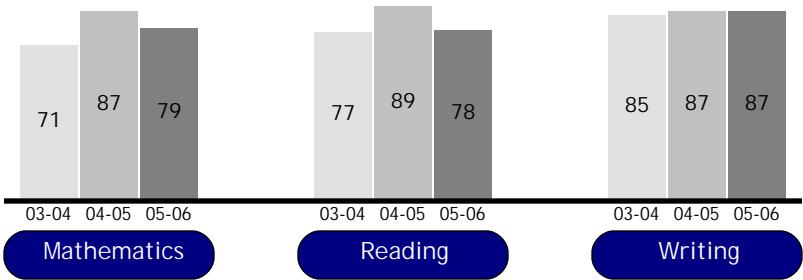
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	69	NA	58	98	61	55	47	100	61	56	46
	Language	98	63	59	50	98	61	55	47	100	67	58	48
	Mathematics	97	71	68	64	98	61	56	50	100	75	58	52
3	Reading	96	72	NA	55	100	68	56	44	98	67	61	46
	Language	95	76	69	61	100	61	55	44	98	67	58	46
	Mathematics	95	78	69	61	100	69	60	51	98	67	63	52
4	Reading	99	82	NA	56	100	63	58	48	100	73	65	52
	Language	99	73	63	52	100	58	57	49	100	73	65	52
	Mathematics	99	85	72	61	100	64	61	53	100	79	70	58
5	Reading	98	80	NA	55	99	70	58	50	99	63	65	56
	Language	98	75	60	49	99	70	59	50	99	70	65	54
	Mathematics	98	88	72	63	99	64	57	49	99	65	63	52
6	Reading	98	75	NA	56	100	69	61	51	100	70	67	56
	Language	99	71	61	48	100	68	57	47	100	72	61	50
	Mathematics	99	87	76	66	100	69	62	52	100	67	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

North Ranch Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Planning
- Ü Oversight of School Goals
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Community Relations
- Ü Technology Integration

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	2.00	Teacher Aide	13.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	3	3	0	0
7 to 9 years	0	1	0	0
10 or more years	4	20	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Learning Center (32 iMacs)
- Ü 180 DANAs in 2nd-5th Grade Classrooms
- Ü Multimedia Library (27 iMacs)
- Ü 280 iMacs Grades 4-6

Extracurricular Activities

- Ü Chorus/Band/Strings
- Ü Computer/Math/Recycling Clubs
- Ü Student Council
- Ü Reflections
- Ü Fourth Grade Grand Canyon Trip
- Ü Literacy/Math Nights
- Ü Chess/Spanish/Art/Dance/Homework Clubs

Social Services

- Ü Before/After School Child Care
- Ü Banking Savings Program
- Ü Summer School
- Ü Community Activities (e.g., Scouts)

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Identified as an A+ School by the Arizona Educational Foundation.

- ü Primary teachers fully implement Marie Cunningham's Four-Block reading approach and Scholastic Literacy Place. All teachers are trained and implement Step Up to Writing/Thinking Maps/Write from the Beginning across the curriculum.

- ü All teachers have received training and implement differentiated instruction to meet the individual needs of each student. All teachers are trained and implement 21 Keys emphasizing positive approaches to teaching and learning.

- ü Second & third grade teachers integrate technology in their classrooms using DANAs. Grades 4-6 students have access to iMac laptop computers.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	96	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have monthly fire drills and periodic lock-down practices for our staff and students. Our Health, Safety and Crisis Committee meets regularly to review all safety concerns. We have a secure campus with gates being locked during school hours.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Sarah Hartley	(480) 367-5810
Transportation Policy	Transportation	(602) 493-6320
Community Resources	Ann Wier	(480) 367-5810
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Tami Taylor	(480) 367-5810
Student Health/Nurse	Sue Bast	(480) 367-5810

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.